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Statewide Assessment: The Truth Revealed

Indiana Department of Education
Office of Student Assessment

Welcome and Introductions

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Agenda

Truth 1: There are many types of assessments, not just those administered for accountability purposes.

Truth 2: There are federal requirements for statewide assessments that affect decisions made at the local level.

Truth 3: Educators are included in the selection of assessment vendors and the development of statewide assessments.

Truth 4: IDOE provides resources that help teachers understand which standards will be assessed on the statewide assessment and how those standards will be assessed.

Truth 5: The results of statewide assessments should not be used in isolation to determine grade placement, reading ability, and/or the type of special education services students will receive.

Truth 1

There are many types of assessments, not just those administered for accountability purposes.

Understands the Types and Purposes of Assessment

Summative

- Assessment *of* learning.
- Examples: ILEARN, ISTEP+ Grade 10, SAT, Final Exam

Formative

- Assessment *for* learning.
- Examples: Exit tickets, Questioning, Rich Tasks

Interim

- Progress monitoring over time.
- Examples: NWEA, iReady

Diagnostic

- Diagnosis of specific student needs for a certain skill set.
- Examples: DIBELS, GRADE

FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> Provides evidence for [improving] student learning 	<ul style="list-style-type: none"> Provides evidence <i>of</i> student learning
<ul style="list-style-type: none"> Something teachers do <i>with</i> and <i>for</i> students rather than <i>to</i> students 	<ul style="list-style-type: none"> Often driven by federal and state requirements; may be used for accountability purposes
<ul style="list-style-type: none"> Not a high-stakes assessment 	<ul style="list-style-type: none"> High-stakes assessment
<ul style="list-style-type: none"> Teachers and students work together and share responsibility in learning 	<ul style="list-style-type: none"> Often refers to an “end-goal” test that takes place near the end of the school year
<ul style="list-style-type: none"> Research has suggested large student learning gains using formative assessments 	<ul style="list-style-type: none"> As embodied by statewide standardized tests, summative assessment provides a wealth of data that is useful to educators at the state, district, and school levels



Understands the Types and Purposes of Assessment

	Summative Assessment	Formative Assessment
What is the purpose of the assessment?	Document individual/group achievement or mastery of standards at one point in time. Provide large-scale data regarding program successes and challenges.	Provide students with feedback on their progress. Identify specific student misconceptions. Target instruction to student needs. Target standards to reteach. Create individual goals for student achievement.
What is the content focus?	Academic standards (statewide summative), academic standards and learning goals (classroom summative).	Learning targets that support academic standards. Academic standards. Flexible with classroom use.
When does the assessment occur?	An event at the end of learning (i.e, unit test, end of the year, etc.)	Occurs continuously during instruction to support instruction.

Understands the Types and Purposes of Assessment

	Summative Assessment	Formative Assessment
Who typically uses the data?	<p>Administrators, curriculum leaders, teachers, etc. about students.</p> <p>Administrators, curriculum leaders, teachers, etc. about instruction and educational programming.</p> <p>Policy-makers (i.e., school board)</p>	<p>Students about themselves to monitor progress and set goals.</p> <p>Teachers about students, standards, and instruction.</p>
How are data typically used?	<p>To certify mastery of a set of academic standards or learning goals. To identify areas of strength and weakness in overall instruction or educational programming.</p> <p>To evaluate or provide a grade.</p>	<p>To advise teachers and students of student progress and inform next steps in instruction. To help parents support student learning throughout the school year. To create goals and target misconceptions in learning.</p>

Truth 2

There are federal requirements for statewide assessments that affect decisions made at the local level.

Federal Law

- The Elementary and Secondary Education Act of 1965
- No Child Left Behind (2002)
- Every Student Succeeds Act (2015)



Just a few of the requirements under ESSA:

- All students must be assessed in English/Language Arts and Mathematics every year in grades 3 - 8 and once during high school (grades 10 - 12).
 - Indiana uses a minimum score on this ESSA requirement as a graduation pathway.
 - The graduation pathway is not legislated federally, but per Indiana state law.
- All students must be assessed in Science once between grades 3 - 5, grades 6 - 9, and grades 10 - 12.
- All states must provide accommodations to students who need them for statewide assessments, and these accommodations must be captured in the students' education plan (IEP, CSEP, Section 504).

ESSA Requirements (Continued):

- ESSA limits the number of students who may take alternate assessments to 1 percent of all tested students in a given subject.
- States must establish college-and career-ready standards and maintain high expectations when assessing students against those standards.
- States must develop assessments using the principles of universal design for learning.
- Tests must measure higher-order thinking skills, such as reasoning, analysis, complex problem solving, and critical thinking.

Diving Deeper Into Assessments

Assessing College and Career Readiness Standards

6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

"Select the phrases from the text that show why people believed the city of El Dorado did not exist."

Although the text states explicitly that many scientists did not believe El Dorado existed, the reasons must be inferred using details in the text. The student must identify multiple pieces of evidence embedded within the text.



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Truth 3

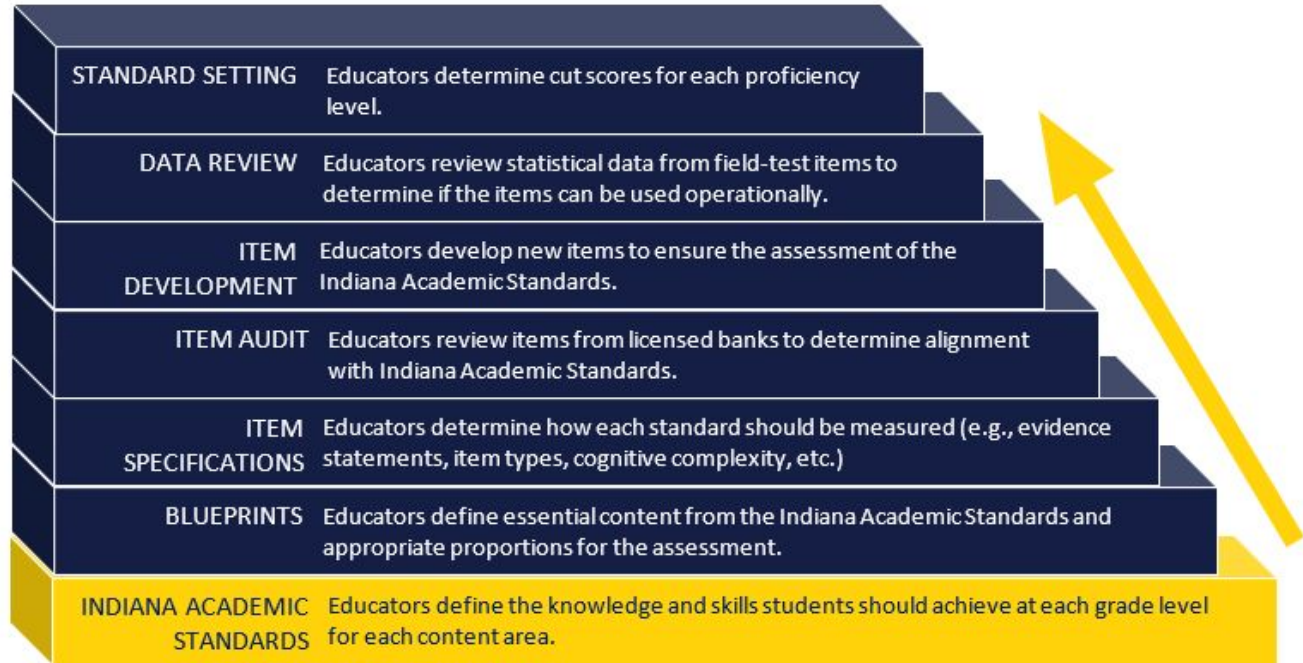
Educators are included in the selection of assessment vendors and the development of statewide assessments.

Educator Involvement in Vendor Selection

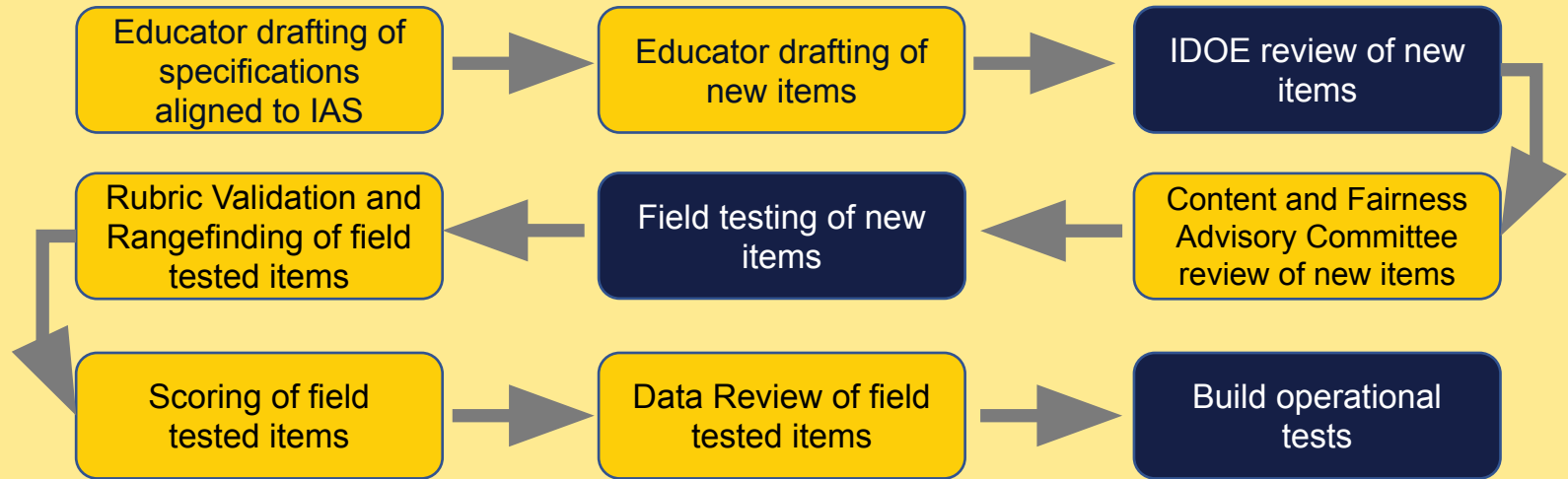
Request for Proposals (RFP) is a state procurement process used to identify and select vendors to complete assessment projects

Who might participate?	
Superintendents/Building Level Administrators	Special Education Directors
Corporation Test Coordinators	Content Educators <ul style="list-style-type: none">• Mathematics• English/Language Arts• Science• Social Studies
Technology Directors	

Assessments are built from the ground up, and educators are involved in every step of the process.



Item Development Sequence



Educator Involvement



Educator Recruitment



Voice

Indiana educators help build Indiana assessments. We want your voice to be represented. [Register here](#) to be considered for an assessment committee.

Opportunity

All custom item development for ILEARN is now completed by Indiana educators. Watch for opportunities for future involvement!

Assessment System

Indiana continues to build towards a cohesive systems of assessments, PreK-12. This year, ISPROUT (PreK) was introduced, and next year, high school assessments will update to align to CCR expectations.

Resources

Indiana [publishes](#) many resources to increase transparency, including test blueprints, item specifications, and PLDs for assessments as available.

Educator Involvement in the Test Development Process



Truth 4

IDOE provides resources that help teachers understand which standards will be assessed on the statewide assessment and how those standards will be assessed.

Test Blueprints

- Blueprints are a map for building a test.
- They help determine item selection based on reporting categories, standards, and total amount of items.
- The blueprints can inform instructional planning.


Test Blueprints

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Algebraic Thinking (20–26%)	5.AT.1	1	3	2	6	10–12
	5.AT.2	1	3	2	6	
	5.AT.3	0	2	0	4	
	5.AT.4	0	2	0	4	
	5.AT.5	1	3	2	6	
	5.AT.6	0	2	0	4	
	5.AT.7	0	1	0	2	
	5.AT.8	1	3	2	6	
Computation (22–28%)	5.C.1	1	3	2	6	11–13
	5.C.2	1	3	2	6	
	5.C.4	1	3	2	6	
	5.C.5	0	2	0	4	
	5.C.6	0	2	0	4	
	5.C.7	0	2	0	4	
	5.C.8	0	2	0	4	
	5.C.9	0	1	0	2	

Item Specifications

- Item specifications are a guide for individual item creation and contain information about the presentation to students.
- The specs are based on an academic standard.
- They offer details about the item type, DOK level, vocabulary, content limits, and samples.

Item Specifications

Content Standard	MA.4.G.1: Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology).
Content Limits	Items should not include kites.
Construct-Relevant Vocabulary	congruent, line segment, parallel, parallelograms, rhombuses, trapezoids
Recommended Response Mechanisms (Item Types)	Graphic Response Multi-Select
DOK	2
Model Task	
Context	No Context
Allowable Stimulus Material	N/A
Evidence Statements	
Students draw a given shape or shapes.	
Students classify the given shape(s).	
Sample Item	
Use the Connect Line tool to draw a rhombus.	
	

Additional Resources

- [What are Blueprints? Infographic](#)
- [Understanding and Using Test Blueprints Moodle Course](#)
- [Item Specifications Explained](#)
- [Understanding and Using Test Specifications Moodle Course](#)
- [Item Specification Database](#)
- [Stimulus/Passage Specifications](#)

Truth 5

The results of statewide assessments are not used in isolation to determine grade placement, reading ability, and/or the type of special education services students will receive.

A Balanced Approach

- Use multiple measures (more information) to get the clearest picture.



- Use test blueprints, item specifications, and PLDs to ensure an understanding of what each assessment was intended to measure and how.
- Avoid overuse or underuse of data.

Questions?

Thank you for joining us!

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